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ABSTRACT

The purpose of this study is to examine and assess the expectations, needs and opinions of educationally deficient adults on their returning to school for academic upgrading. The hypothesis to be tested is that programs of academic up-grading for adults, which belong to a new field and suffer many of the uncertainties that pervade all fields of education, may be proceeding on wrong assumptions regarding student needs. Respondents were all at grades 9 and 10 equivalencies and were in the third to seventh month of the course of study. A questionnaire was completed by class groups with explanatory assistance being given by the author. In general, the answers to the questionnaire give support to the hypothesis tested. (CK)

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NEEDS AND EXPECTATIONS;

AS SEEN BY STUDENTS IN AN ACADEMIC UP-GRADING PROGRAMME

BY

BRADLEY M. WEBB

October 1970

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NEEDS AND EXPECTATIONS

As seen by Students in an Academic Up-grading Programme

INTRODUCTION:

The purpose of this study is to examine and assess the expectations, needs and opinions of educationally deficient adults on their returning to school for academic upgrading.

The hypothesis to be tested is that programmes of academic up-grading for adults, being a new field and being beset by many of the uncertainties that pervade all fields of education, may be proceeding in design and substance on wrong assumptions regarding student needs, course content, curricula, paedagogic methods and learning environment.

METHOD:

A questionaire (Appendix A) was answered by 80 adult students taking part in the academic up-grading programme of the Ontario Department of Education at the George Brown College of Applied Arts and Technology (College Street Campus) in Toronto during the month of Octobdr 1970. The respondents were all at Level II (grades 9 and 10 equivalent) and were in the 3rd to 7th month of the course of study.

The questionaire was completed by class groups with explanatory assistance being given by this writer. It is believed that this method contributed to better comprehension where reading ability was doubtful and supported validity of the responses. The students were seriously interested in the project and the element of frivolity was minimal or non-existent in the answers given. The majority did not accept the offer of anonimity provided in the questionaire and revealed, in a number of cases, frank information about their back-ground which the questionaire did not ask them to reveal.

The respondents represented a wide variety of back-grounds, as would be generally the case for students in the academic up-grading programme, although the proportion of those having non-Canadian origin would be higher in Toronto than in most Ontario centres. Of the 80 respondents, 35 were of ethnic origin or nationality other than Canadian, and 11 had attended elementary or high school in Provinces other than Ontario. Of the 35 non-Canadians 33 were recent immigrants from:

West Indies	- 11
Italy	- 8
Arab Countries	- 3
Britain	- 4
Orient	- 2
Malta	- 2
Africa (Nigeria)	- 1
Germany	- 1
Greece	- 1
	33

.....2

The remaining two were Canadian citizens of Estonian origin. The highest percentage of students of Canadian origin was in the 20-25 age group (70 percent as compared with 57 of the total group.)

As the skill objectives of the group were in the technical, as distinct from the commercial field, the preponderance of the respondents was male - 77 male: 3 female.

Analyses were made of features of the responses believed to be relevant to the hypothesis. But, as would be apparent from study of the questionnaire, other information is available for additional analytical comment.

PREVIOUS SCHOOL EXPERIENCE (Questionnaire page 1)

General Comment

In all but a few cases where returning to school for academic up-grading is for the rehabilitation of persons with physical disability, students in such courses can be said to have left grade or high school before having achieved sufficient education as a basis for skill training. While it is generally agreed that premature school leaaving (dropping out is the commonly used term) results from a variety of personal, economic and institutional short-comings, it was thought desirable in making this study to examine previous school experience, as seen by the students themselves, for possible further clues to influences affecting early school leaving.

Analysis Chart No. 1

Chart No. 1 is the summary of information provided by responses to the questionnaire and is largely self-explanatory. It gives rise to almost as many questions as it answers; for example, of 41 students (52 per cent of the total), who left school at grade 8 or less, 29 had a good school experience, 32 had no trouble at school and 36 liked, or sometimes like, studying. Why did they leave school? It may be significant that 28 did not have counselling help; but such help would be a doubtful factor for the 29 who left school because there was no convenient high school or vocational school for them to attend, or because their family needed financial help.

It appears significant that 55 percent of those who left school at grade 9 did so because they were not interested in further education. One possible explanation is that grade 9 until fairly recently, was regarded as a satisfactory level for employement or skill training. The fact that this group has returned to school to achieve grade 10 is evidence of the upward trend in what constitutes a minimal level of educational achievement for employability or technical training. This is not to say, however, that grade 10 has been established as the minimal level and that this should be the goal of academic up-grading. Quite the contrary; the minimal level now required for all but a few low-level skills or for employability in a dminishing range of industrial and commercial positions is currently grade 12. Programmes of academic up-grading, more and more, will have to adjust their course offerings towards grade 12 as the minimal objective, bringing into the scope of their activities an even-increasing body of redundant young adults.

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Chart No. 1 -3-

PREVIOUS SCHOOL EXPERIENCE - Questionnaire page 1

Question	Below Grade 8 (13)	Grade 8 (28)	Grade 9 (22)	Grade 10 (9)	Above Grade 10 (8)	Total and Percentage
Help of Counsellor	yes 2 no 11	yes 11 no 17	yes 12 no 10	yes 6 no 3	yes 3 no 5	yes 34 43% no 46 57%
School Experience	good 7 bad 6	good 22 bad 6	good 14 bad 8	good 6 bad 3	good 3 bad 5	good 52 65% bad 28 35%
Trouble in School	yes 5 # no 8	yes 4 no 24	yes 11 no 11	yes 1 no 8	yes 3 no 5	yes 24 30% no 56 70%
Attitude to Studying	## liked 11 dis-liked 2	liked 25 dis-liked 3	liked 16 dis-liked 6	liked 7 dis-liked 2	liked 6 dis-liked 2	liked 65 80% dis-liked 15 20%
Reason for leaving school (see questionnaire)	a- 1 b- 2 c- 6 d- 1 e- 2 f- - g-### 1	a- 2 b- 7 c- 14 d- - e- 1 f- - g- 4	a- 12 b- - c- 4 d- - e- 2 f- - g- 4	a- 2 b- - c- 4 d- - e- 1 f- 1 g- 1	a- 3 b- 2 c- 2 d- - e- - f- 1 g- 1	a- 19 24% b- 11 14% c- 30 38% d- 1 1% e- 6 8% f- 1 1% g- 11 14%

\# Includes answers 'little trouble'.
Includes answers 'sometimes liked'.
g - other reasons - includes sickness, emotional, correctional institution

SCHOOL AND CLASSROOM DISCIPLINE (Questionnaire pages 3 and 4)

General Comment

There is a marked tendency in primary and secondary school systems to relax discipline in both the school and the classroom as a response to the current atmosphere of youth unrest and protest; the catch-word throughout is 'permissiveness'. The voices most often heard on this perplexing issue are those who advocate that adolescents are best left to do their own thing, even though there is scant evidence that more than a few adolescents prefer it this way or profit thereby. Never-the-less, it is likely that the majority of students 25 years old or younger (69 percent of those included in this study) now taking part in academic up-grading have been affected to some extent by the controversy over disciplinary practises, or the mood that goes with the controversy, during their previous schooling.

There is also a tendency in schools and colleges engaged in academic up-grading to adopt the current philosophy of permissiveness in the evident belief that, regardless of whether or not it is correct for the regular school systems, it is correct for retraining or re-educational programmes because the students in such programmes are adults. It was from observing, in this atmosphere of permissiveness, the difficulties being experienced by many students and the general deterioration of the learning environment that this writer hypothesized that the students themselves might have views at variance with the current philosophies on discipline.

Analysis - Chart No. 2

This summary of responses to the questionnaire speaks for itself with a clear indication that easy-going school and classroom discipline is not what the majority of adult students expects or wants.

The preference for teachers who are older men may be influenced by the fact that the majority of students respondents were male and appreciated older men for their experience and respected them for their ability to maintain the kind of classroom discipline that is most conducive to learning. Having in mind the average age of these young males it may seem surprising that young women teachers were the least preferred.

SCHOOL AND CLASSROOM DISCIPLINE (Questionnaire pages 3 and 4)

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Chart No. 2

SCHOOL AND CLASSROOM DISCIPLINE

Age Group	Expected		Found More		Opinion			Learn More		#Preferred Teachers				
	St.	Easy	St .	Easy	Too St :.	Too Easy	O.K.	St.	Easy	OM	OW	YM	YW	NP
under 20 (11)	9	2	-	11	-	8	3	9	2	7	4	2	2	3
20 to 25 (44)	39	5	2	42	-	35	9	43	1	20	7	9	7	18
26 to 30 (9)	9	-	1	8	1	4	4	7	2	3	2	1	-	3
31 to 35 (5)	5	-	-	5	-	5	-	5	-	4	2	-	1	1
above 35 (11)	10	1	1	10	-	8	3	11	-	4	1	2	2	5
Total (80)	72 90%	8 10%	4 5%	76 95%	1 1%	60 75%	19 24%	75 94%	5 6%	38	15	14	12	30

Some responses gave preference for more than one classification.

St: strict
Easy: easy going
OM: older men
OW: older women
YM: young men
YW: young women
NP: no preference

CHANGE OF ATTITUDE THROUGH LEARNING -(Questionnaire page 4)

General Comment

Attitude towards self and attitude towards others are affected by the individual's total societal environment rather than solely by his educative experience while at school. The societal environment of adults is extremely complex, as are the personal, emotional and psychological factors that influence their attitudes. According to the dogma of adult education, many adult attitudes are a kind of 'mind set', a kind of resistance to change that inhibits learning.

This writer has observed that the set attitudes of adults returning to school are frequently a kind of confusion of prejudices, illogic and emotional excesses stemming from personal problems and insecurity. Further, there is among such adults a readiness for change and a deliberate motivation to become a different person than the one who, hitherto, had failed to make headway with or against the stream.

Analysis - Chart No. 3

This chart does not attempt to measure the outcome of individual expectations. It is, rather, a summation in different age groups of students who expected, or did not expect, that going back to school would change their attitudes towards self and others, and of those who did, or did not, experience a change of attitude.

It is significant that 66 percent believed that a change had taken place in their attitude towards themselves and that 60 percent believed that a change had taken place in their attitude towards others.

Although the questionnaire did not specify the nature of direction of the change, the respondents were asked to indicate change if, in their opinion, they felt better, or had a surer understanding, about their attitudes. They were also asked to so state if they regarded the change as negative; as none regarded the change as negative, the result summarized in the chart should be regarded as a change for the better. As none attempted to explain the reason for the change they felt had taken place, their statements will have to be taken at face value.

The fact that so large a percentage believed a positive change of attitude had occurred in no more than 3 to 6 months after returning to school has wide, perhaps deeply significant, implications for the educational environment to be provided in academic up-grading programmes. For example, if due allowances are made for individual differences, would it not be possible to nourish the motivation for change in such a manner as to bring about a change of attitude in an even greater percentage of students?

It is unfortunate that the respondents did not attempt to explain the reasons for the changes they believed had taken place. This writer believes that reasons for change in adults returning to school deserve further investigation and research and that there may be implications in such reasons for curricula planning, paedagogic methods and counselling that may reach forward into future programmes of re-education and, possibly, backward into pre-adult schooling as well.

Chart No. 3

CHANGES OF ATTITUDE THROUGH LEARNING

Age Group	Expectation		Finding	
	Expected Change	Expected No Change	Changed Self, Others	No change Self, Others
Below 20 (11)	3	8	9 8	2 3
20 to 25 (44)	18	26	30 27	14 17
26 to 30 (9)	5	4	6 4	3 5
31 to 35 (5)	-	5	3 3	2 2
Over 35 (11)	3	8	5 5	6 6
Total (80)	29 36%	51 64%	53 47 66% 60%	27 33 34% 40%

PROBLEMS AFFECTING LEARNING - (Questionnaire Page 5)

General Comment

While it is generally agreed that adults have learning capability equal to that of children, or putting it in another way, being an adult does not in itself inhibit learning, there seems to be no doubt that problems affecting adult learning are not necessarily the same as those of children. The solutions to learning problems that many educators have proved by trial and error in their teaching experience with children cannot safely be applied to adult learning problems.

It could be said that solutions to adult learning problems would differ from those of children to the extent that an adult's personality differs from that of a child. Further, the problems themselves can be expected to differ to the extent that the adult's life style differs from that of a child. The mind set of children and their personality traits are less solidified or rigid and may be more easily stereotyped than those of adults. Adults are likely to evince less flexibility and adaptability to change in the learning process and, as a result, their learning problems are likely to be individualized rather than stereotyped.

Despite these areas of difference certain basic learning problems that inhibit the learning experience of a child are undoubtedly still present when the individual returns to school as an adult. For example, persons who found it difficult and frustrating to learn mathematics when children probably find it an equally difficult subject to learn as adults. There may be exceptions, however, arising from differences of motivation or of learning environment that lead the individual out of the darkness of childhood bewilderment into the light of adult comprehension.

At the root of learning difficulties of both children and adults lie certain basic obstructions such as low level of intelligence, emotional instabilities from a variety of causes and physical handicaps, all of which constitute problems the solutions for which are still being groped for in the milieu of educational experimentation. But there are many difficulties that are of institutional origin rather than of personality difference that effect the learning experience of adults.

Analysis of Responses - Chart No. 4

The learning problems included in the questionnaire cover both institutional and personality problems and are those most frequently mentioned by adult students; they are the kinds of problems of which students themselves are aware and do not take into account some of the theoretical factors in learning ability, such as intelligence, motivation, physical handicap or emotionality that might be used by a psychologist in evaluating learning capability.

The responses were made by students who were doing well with no apparent problems as well as those who were experiencing some learning difficulties. Accordingly, it should be understood that the survey was not intended simply to categorize problems of a special group known to be in difficulty. In these circumstances, the validity of the responses should not be called into question on the grounds that students are seeking excuses for low achievement.

Many students indicated more than one problem, thus bringing the total responses to 144 while the number of students was 80.

The institutional or environmental problems (no.'s 1, 4, 5, 6) outnumbered the personality problems (2, 3, 7) 92 to 52. It should be significant for teachers and others responsible for the classroom environment that the most frequently mentioned problem was No. 4, students who disturb the class. That personal problems outside the school adversely effect the learning process of 31 percent of the students is confirmation of what every teacher of adult students knows is a major factor inhibiting learning.

The personal problems mentioned (2, 3, and 7) may fall short of the whole range of such problems, but the fact that only 1 percent of the student responses indicate problems other than those listed suggests that the range was sufficient. Fear of failure is a continuing inhibition when one considers that failure in earlier schooling is one reason why the majority (64 percent) of students in academic up-grading courses had achieved grade 8 or less.

Chart No. 4

PROBLEMS AFFECTING LEARNING

by Age Group

Problems	Below 20		21 to 25		26 to 30		31 to 35		above 35		Total & Percentage	
Personal outside school	2	18%	18	21%	5	30%	3	27%	3	14%	31	21%
Afraid and forget	2	18%	22	26%	3	18%	3	27%	4	19%	34	24%
Behind other students	2	18%	5	6%	1	6%	-	-	2	11%	10	7%
Students who ## disturb class	4	37%	21	25%	5	30%	4	36%	8	33%	42	30%
Teachers don't help	-	-	9	11%	1	6%	1	10%	1	6%	12	9%
Not enough time to study	-	-	5	6%	-	-	-	-	2	11%	7	5%
Don't want to change ideas	-	-	2	3%	2	10%	-	-	-	-	4	2%
Other	#1	9%	-	-	-	-	-	-	1	6%	2	1%
No problems	-	-	2	2%	-	-	-	-	-	-	2	1%
Total and percent of total	11	8%	84	59%	17	11%	11	8%	21	14%	144	100%

\# Find drafting very difficult

16 respondents found this problem the single or most important problem.

REASONS FOR RETURNING TO SCHOOL (Questionnaire page 3)

General Comment

Most students encountered by this writer in academic up-grading courses have a fairly clear idea of why they returned to school; they know from experience that they have little prospect under current economic conditions of having regular employment or a measure of security unless they secure a higher level of education through which they will be retrainable, or trainable, for some saleable skill. Whatever may have been the reason for their having left school prematurely they face in common, with strong feelings of inadequacy and frustration, a highly competitive labour market. While many will undoubtedly achieve fulfilment through this programme of re-education and training, many more will continue indefinitely, despite the best efforts of all concerned, to fail in achieving their own economic viability.

Frequently those least capable of performance and adjustment are the ones who, by a kind of desperate self-delusion, believe that their returning to school will solve all their problems; it is a naive belief because they tend to equate their problem's result with the problem itself without recognizing what their problem really is.

Many in the below 20 age group indicate by their attitude and performance that their failure in previous schooling probably stemmed from a deliberate and recalcitrant rejection of the education that had been offered to them; after 10 years or more in school they are, for practical purposes, still sub-literate. Why have they returned to school? How can they hope to achieve in one year as adults what they failed to achieve in 10 years as children? This question holds the basic dilemma faced by the young adult returning to school whose personality has not yet progressed beyond adolescence.

Analysis of Chart No. 5

The wording of the questions in this section did not give respondents a clear choice between two alternatives in their reasons for returning to school. Hence, many of them answered with 'both' rather than thinking through the choosing of one reason or the other. This is not to say, however, that the 86 percent who answered 'both' did not mean that they had returned to school for both reasons; their response must be taken at face value.

The 24 percent who were able to return to school without being paid an allowance were students who pay a fee of $3. per week under Programme 5.

The summary probably explains adequately why this group of adults returned to school, but more extensive questioning would be needed in providing adequate reasons for the individual's choice of a particular academic or skill objective.

Chart No. 5

REASONS FOR RETURNING TO SCHOOL

Age Group	Reasons			Could without Allowance	
	Improve Education	Employment Training	Both	yes	no
Below 20 (11)	-	1	10	#4	7
20 to 25 (44)	3	6	35	11	33
26 to 30 (9)	-	-	9	1	8
31 to 35 (5)	-	-	5	2	3
above 35 (11)	1	-	10	1	10
Total (80)	4 5%	7 9%	69 86%	19 24%	61 76%

#This relatively high percentage is possible due to students under 20 years of age continuing to receive parental support.

STUDENT OPINIONS ON BTSD COURSE CURRICULUM - Questionnaire page 5

General Comment

The current philosophy that seems to pervade consideration of BTSD course content is that the curriculum should be primarily, if not totally, oriented towards the student's skill objective, and that the skill objective, in turn, should be determined by the probability of gainful employment.

Accordingly, it is inevitable that BTSD curricula tend to be either 'technical' or 'commercial', and that the courses themselves are shaped towards a minimum level of qualification in the shortest possible time. Since these courses are heavily subsidized from public funds, the cost factors in their design and duration are understandable. There is also a noticeable haste on the part of many students, despite the relative security from the training allowance paid them, to get the course completed quickly as the initial step towards the employability which they expect will solve their problems.

In the introduction to this study it has been hypothesized that academic up-grading courses offer what educators think students need and that if their needs were assessed by the students themselves the course and curricula might well have to be changed in order that such needs could be met. Formulating this hypothesis was not the result of hearing students complain - "Why do I have to take this or that?"; it was the result of evidence from teaching contacts with an extensive body of students that they had a strong interest in, and desire for, a broadening educational experience that would enable them better to cope with the complexities of their surrounding society. Simply stated, their desire on returning to school was to learn 'something for the mind' in addition to the pre-requisites for their skill objective.

The curricula and subject matter currently offered are bound to be influenced by secondary school standards which are widely familiar to the business and industrial community, and there is not, as yet, any established generally accepted alternative unit of scholastic measurement. Secondary school standards are safe ground, just as English, Mathematics and Science are safe ground because their usefulness in academic up-grading for the majority of skill objectives seems beyond question.

Analysis, Chart No. 6

The most significant result from answers given is the 56 percent that favoured the most broadly inclusive course of study (Option 4). It is significant also that the percentage favouring Option 4 increased in direct ratio with the increasing age of students. It is noteable that the percentage favouring Option 1 (the most circumscribed course of study) decreased in direct ratio with the increasing age of students.

Chart No. 7: It is significant that the percentage favouring Option 4 was highest for those having the lowest grades of previous schooling. The percentage favouring Option 1 was highest for those whose previous schooling was above Grade 8.

The conclusion is inescapable that the majority of students in academic up-grading who answered this questionnaire see themselves as needing and wanting courses of study that include broadly-based educational subjects. Having no evidence to the contrary, this conclusion may be applied generally throughout the academic up-grading or BTSD programme.

CHART NO.

OPINIONS ON COURSE CONTENT - BY AGE GROUP
(page 5)

Questionnaire Options	Age Group under 20	Age Group 20-25	Age Group 26-30	Age Group 31-35	Age Group over 35	Total	Percentage Total opinions
1. Skill subjects only (only subjects that are directly related to skill objectives)	3 (28%)	8 (18%)	1 (9%)	1 (20%)	1 (9%)	14	18%
2. English, Math, Science only (general knowledge of English, Math., and Science)	2 (18%)	4 (9%)	1 (9%)	--	--	7	9%
3. English, Math., Science, other Tech. or Commercial subjects	1 (9%)	9 (20%)	1 (9%)	--	2 (18%)	13	16%
4. English, Math., Science, Tech., Commercial plus elective courses leading to better understanding of my country and the world as a whole.	5 (45%)	22 (50%)	6 (73%)	4 (80%)	8 (73%)	45	56%
5. Other opinions	--	1 (3%) no opinion	--	--	--	1	1%
Percentage of Total	(11) 14%	(44) 55%	(9) 11%	(5) 6%	(11) 14%	80	100%

NOTE: Opinions in addition to selected options: Include Physical education,
BTSD should include Grade 12.
More remedial help in trouble subjects should be provided.
Certificates should be recognized by Department of
Education as are High School grade certificates.

CHART NO. 7

OPINIONS OF COURSE CONTENT - [illegible] LEVEL OF PREVIOUS SCHOOLING

(Page 5)- Questionnaire

Options in Questionnaire	below Grade 8	Grade 8	Grade 9	Grade 10	above Grade 10	Total	Percentage of Total
1. Skill subjects only (only subjects that are directly related to skill objective)	1 8%	4 14%	6 27%	1 11%	2 25%	14	18%
2. English, Math., Science only (general knowledge of English, Math., and Science)	2 16%	2 8%	2 9%	1 11%	1 12%	8	9%
3. English, Math., Science, other Tech. or Commercial subjects	2 16%	5 18%	2 9%	3 33%	1 12%	13	16%
4. English, Math., Science Tech., Commercial plus elective courses leading to better understanding of my country and the world as a whole.	8 66%	17 60%	12 55%	4 45%	4 51%	45	56%
5. Other opinions	--	1 no opinion	--	--	--	--	1%
Percentage of Total	13 15%	28 36%	22 28%	9 11%	8 10%	80	100%

Concluding Comment

The results ofthe survey appear to justify the hypothesis, if not to prove conclusively that it is relevant to an Ontario-wide programme.

Even though this study touched lightly upon the uncertainties and probably dealt inadequately with them, one theme emerges and should not be ignored, that is, students needs and opinions must more and more be taken into account in decisions affecting what and how they are to be taught when returning to school for academic up-grading.

NOTE:

The author, Bradley M. Webb, B.A., M.Ed., is Chairman, Academic Studies Division at the George Brown College of Applied Arts and Technology, Toronto.

This project was initiated by the author and submitted to Ontario Institute for Studies in Education as part of his study of Adult Basic Education.

Appendix A

QUESTIONNAIRE FOR STUDENTS
BASIC TRAINING FOR SKILL DEVELOPMENT COURSE

Name_____(if you wish) Date_____

Present level of BTSD_____ Starting level of BTSD_____

MY PREVIOUS SCHOOLING

1. I attended_____(Grade School/High School) at_____(Name of Place)
in_____(Province) for_____(Number of Years) and completed
_____(Grade). I left school at_____(Age) because
(see note)_____(Reason or Reasons).

NOTE: Reasons for Leaving School:
a. was not interested in more schooling
b. there was no convenient high school or vocational school
c. to help my family financially
d. most of my friends were leaving school
e. I wanted money to spend
f. getting an education was a waste of time
g. other reason (specify)

2. During my attendance at grade school and High school I was ( ) was not ( ) able to have the help of a counsellor or a guidance teacher ( ).

3. I always liked ( ) never liked ( ) sometimes liked ( ) studying. When I failed to pass it bothered me very much ( ), not at all ( ). I made friends with students who got low marks ( ) high marks ( ). When I got high marks I felt good ( ) I didn't care very much ( ). When I got low marks I tried harder ( ) I wanted to quit school ( ).

4. Most of the students at my school had the same kind ( ), different kind ( ) of home and parents as mine. I usually felt comfortable ( ) uncomfortable ( ) at school and had a good time ( ), bad time ( ), I had trouble ( ) little trouble ( ) no trouble ( ) with teachers, principals or other students.

.....2

MY PREVIOUS SCHOOLING - continued

5. The subjects I enjoyed most and learned easiest was/were_____

_____. The subjects that I found most

difficult and learned least were_____.

1. Mathematics
2. English
3. Other Languages
4. History
5. Geography
6. Science
7. Social Studies
8. Shop or manual training
9. Physical Education
10. Commercial

MY WORK EXPERIENCE

1. I worked at_____
(kinds of jobs)
while I was attending school during weekends ( ), summer holidays ( ), both ( ). I did not work until I quit school ( ).

2. When I quit school I worked at (list here the different jobs):

1._____for_____months.
(kind of work)

2._____for_____months.
(kind of work)

3._____for_____months.
(kind of work)

4._____for_____months.
(kind of work)

(If more space is needed, please write on back of this sheet.)

3. I had ( ), did not have ( ), steady work. I made ( ) did not make ( ) good money. I spent the money I earned helping my parents ( ), getting married and having a family ( ), having a good time for myself ( ). I saved ( ), did not save ( ) money. I quit work because I was laid off ( ), because I could not make enough money to live ( ), because there was no future in my job ( ). I am working ( ), not working ( ) while I am going to school.

.....3

MY RETURN TO SCHOOL

1. I have been out of school for_____years. The most important reason for returning to school is to improve my grade of education ( ), to get training for a better job opportunity ( ), for both reasons ( ). I could ( ), could not ( ) have returned to school if I were not paid an allowance.

2. I have ( ), have not ( ) taken any other vocational courses since leaving grade school.

   NOTE: If you have taken courses please enter particulars:

   1. _____ _____ _____
      (course) (year) (how long course lasted)

   2. _____ _____ _____
      (course) (year) (how long course lasted)

   (If more space is needed please write on reverse side of this sheet)

WHAT I EXPECTED AND WHAT I EXPERIENCED ON RETURNING TO SCHOOL

1. Work - I expected the work would be difficult ( ), not very difficult ( ), easy ( ). The work was easier ( ), more difficult ( ), than I expected.

2. Studying - I expected it would be more difficult ( ), easier ( ) to study than when I went to grade or high school. I found it was more difficult ( ), easier ( ) than I expected.

   If more difficult mark the reasons you think most important:
   - I had forgotten about how to study. ( )
   - I never was any good at studying. ( )
   - I had more important things to do. ( )
   - I wasn't interested in what I was supposed to learn. ( )
   - Other reason:_____

   If easier mark the reasons you think most important:
   - I found the subjects interesting. ( )
   - I was afraid of failing. ( )
   - I wanted to prove to myself that I could learn. ( )
   - Other reason:_____

3. Classroom - I expected the teachers to be strict ( ), easy going ( ), about students being late, being absent, talking and fooling around. I found the classroom more strict ( ), more easy going ( ), than I expected. In my opinion, discipline was too strict ( ), too easy going ( ).

.....4

WHAT I EXPECTED AND WHAT I EXPERIENCED ON RETURNING TO SCHOOL - continued

4. In my opinion I learned most from teachers who were older men ( ), older women ( ), young men ( ), young women ( ).

5. The school - I expected the adult school to be like ( ) to be different from ( ) the grade or high school.

I found that it was different ( ), just about the same ( ) except_____

_____

_____.

I expected rules against students being late ( ), or absent ( ), about smoking ( ), leaving the room ( ), talking in class ( ), talking back to the teacher ( ), refusing to do assigned work ( ), the kind of clothes to be worn ( ) about haircuts ( ).

I found that there were rules but they were not enforced ( ), there were no rules and students could do what they wished ( ). School rules were strictly enforced ( ).

In my opinion I would learn more if rules are strictly enforced ( ), if I can do as I please in the classroom and the school. I like ( ), do not like ( ) having someone in authority telling me what to do, but I like to have rules enforced so that I know where I stand ( ).

LEARNING

1. I expected ( ), did not expect ( ) that I would learn things that would change my opinion about other people ( ), about myself ( ).

I found my ideas about other people have not changed ( ), are beginning to change ( ) have changed very much ( ).

I found my ideas about myself have not changed ( ), are beginning to chance ( ), have changed very much ( ).

I liked ( ), did not like ( ) going to grade or high school. I like ( ), do not like ( ), going to school now.

NOTE: If your attitude towards school has changed, write what you think are the reasons for the change.

_____

_____

_____

.....5

LEARNING - continued

2. My greatest problens in my present course are: (mark in brackets in order of importance)

( ) Personal problems outside the school.
( ) I am afraid of failing and forget during exams.
( ) I am behind other students in my classes.
( ) Students who disturb the class.
( ) The teachers don't help me when I need help.
( ) I don't have enough time to study.
( ) I don't want to change my ideas and opinions.
( ) Other_____
(specify)

_____.

OPINION OF COURSE

1. My opinion of the BTSD (Basic Training for Skill Development) Course is: (Mark X beside one of the following)

( ) The course should include only subjects that are directly related to my skill objective.

( ) The course should provide me only with a general knowledge of English, Mathematics and Science.

( ) The course should privide me with a general knowledge of English, Mathematics, Science and other technical or commercial subjects.

( ) The course should provide me with a general knowledge of English, Mathematics, Science and other technical or commercial subjects plus subjects that will help me to understand better my country and the world as a whole.

( ) Other opinion (write)_____

_____

_____

_____

_____

2. My skill training objective when I complete the BTSD course is_____
(Skill or

_____.
Trade)

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